



KENTUCKY DEPARTMENT OF EDUCATION

Advanced SBDM Facilitator's Guide

Objectives	Estimated Time
Welcome and Introductions	15 minutes
Understand the school council's role within Kentucky's Unbridled Learning Accountability Model and Improvement Planning	45 minutes
Understand how school council members are legally selected	20 minutes
Understand how school council meetings can be open and inclusive for all stakeholders	45 minutes
Understand the school council role in budgets	40 minutes
Closing, Reflection and Evaluations	15 minutes

Materials Needed

- booklet for each participant
- resource booklet for each participant
- Parent Brochures (Accountability and Testing); one for each participant
- simulated school council meeting role-playing cards
- chart paper
- markers
- easel (optional)
- highlighters (optional)
- Post-It notes (optional)
- computer for PowerPoint presentation (optional)
- Accountability Model handout (optional)

Note to Facilitators

This training module is adaptable to the needs of individual school councils. Sections of this training module may be substituted with other items and topics that the district believes would better fit the needs of their experienced school council members.

One idea that the facilitators may use is episodes from Kentucky Educational Television's Education Matters program. The link to the video library is below. It is suggested that the participants answer specific questions from the episodes, complete a reflection at the end of the episode, or do some type of share-out. These activities will need to be developed by the facilitator.

<http://www.ket.org/educationmatters/>

Welcome and Introductions

Welcome each participant. If working with school council members from multiple school councils, ensure that schools are sitting together. Review the materials that are provided as well as highlighters and Post-It notes (if providing). Have each participant introduce themselves and the role that they have on the school council (i.e., administrator, teacher or parent). Thank each participant for their service, especially parents. Encourage each to participate fully and to ask questions. Create a "parking lot" for questions. Review the booklets provided to each participant: the Advanced SBDM booklet and the Resource booklet.

Session Overview/Student Achievement

Read the session overview and the student achievement paragraphs. Rephrase to provide additional guidance. Remind school council members that their main charge is to improve student achievement.

Let's Review the SBDM Statute

Have each participant open their resource booklet to the SBDM statute that begins on page 2. Have them mark the statute reference, KRS 160.345. Read the paragraph describing how the statutes are organized. If available, connect to the Internet and show location on the Legislative Research Commission's (LRC) website.

Practice reading a Kentucky statute. Write the following references from the SBDM statute on chart paper. Have participants work with each other to locate the portions of the following statutes.

- 1) KRS 160.345(2)(j) – requirement for reviewing state assessment data
- 2) KRS 160.345(2)(b)2 – requirements for minority membership
- 3) KRS 160.345(2)(d) – setting agenda and meeting schedule
- 4) KRS 160.345(2)(f)-(g) – determining job classifications and determining textbooks, instructional materials and student support services; KRS 160-345(3)(a) – district responsibility is determining procedures as it relates to budget administration

Go through each one of the above questions, having the participants find the portion in the law. They can mark however they choose.

Unbridled Learning Accountability Model

What is accountability?

Review the first paragraph. Emphasize to the participants that accountability is a measure of effectiveness. Read briefly through the rest of the first section.

Student Performance in Accountability

Ensure that each participant has a copy of the KDE brochures *A Parent's Guide to School Accountability in Kentucky* and *A Parent's Guide to Testing in Kentucky*. These brochures can be printed on 8½ X 11 paper; however, for best quality, the brochures should be printed on 11 X 17 paper. The brochures are printed so that they fold into book form.

Have the participants first look at the brochure *A Parent's Guide to School Accountability in Kentucky*. The brochure contains a vast amount of information and, as facilitator, you can determine how much information is discussed at the training session. However, note to the participants that the definitions for the scoring of Next-Generation Learners in the booklet from this brochure (inside left section – How will student performance be used for accountability?).

What Does this Mean for my School Council?

Review the section of the statute that discusses the school council's responsibility to review annual assessment data. Have participants locate the reference listed in their booklet within the SBDM statute. This section can be tagged or highlighted, facilitator choice. Have participants review the brochure *A Parent's Guide to Testing in Kentucky*. The inside section of the brochure contains a chart of the assessments given as well as a chart listing the grades when these assessments are given. Have participants complete the reflection.

Looking at the Improvement Planning Requirements

Have each participant open their resource booklet to the planning regulation section beginning on page 10.

Write the following references from the SBDM statute on chart paper. Have participants work with each other to locate the portions of the following statutes.

- 1) 703 KAR 5:225 Section 9(2)(a) – vision and mission statement
- 2) 703 KAR 5:225 Section 9(2)(b)1-3 – needs assessment requirements
- 3) 703 KAR 5:225 Section 9(6) – Focus School requirements
- 4) 703 KAR 5:225 Section 9(11) – post of improvement plans

The School Council Membership

Read through the first paragraph. Inquire of the group, if members are unaware, what school council configurations are represented. If alternative school council members are in the training, remind participants the procedures for having an alternative SBDM council.

How are School Council Members Elected?

Define the phrase *constituent groups* with the participants. Note that constituent groups are responsible for developing and implementing their own election procedures; it is not a responsibility of the school, the principal or the school council to conduct elections or have election procedures. If election procedures are outlined by the school, the principal and/or the school council, remind participants that they may need to inform the school council so that this can be rectified for future elections.

Ensure that participants understand constituency and that they represent a specific group as a member of their school's council (similar to a school board member representing an area of a school district or a member of Congress representing a geographic area of a state). The term is defined in the SBDM Resource manual. Note the difference between *majority* and *plurality*. Ask the participants about the pluses and minuses of majority vote and plurality vote.

Minority Membership Requirement

Review the guidelines for minority membership. This data is produced by KDE from the SAAR (Superintendents Annual Attendance Report) data each school year. Within that data is minority membership of the school for the preceding year. Have participants review the definition of "minority" in the SBDM statute. Remind participants that how the data is reported to KDE determines the percentage. If your group of participants frequently has minority membership requirements, spend ample time discussing this; if your group rarely has to have a minority member, spend enough time so that the participants are aware of the requirement but delve only as far as needed. Remind participants that if they are required to add a minority teacher and parent, this does not constitute an alternative school council configuration.

Principal's Role in School Council Elections

Quickly remind administrators in the session of their role during school council member elections. Answer any questions from participants that have arisen during discussions about elections.

Terms of Service for School Council Members

Read through the paragraphs. Have participants brainstorm positives and drawbacks at their tables/groups. Have each table/group share one positive and one drawback. Chart these out. Once all groups have shared, add other ideas yourself or from the groups. Be mindful not to sway or add your personal influence on the length of service of any school council member.

This is a good time for a break, if needed. During the break, generate volunteers for a simulated special-called meeting. Facilitator choice: have one or two of the volunteers purposely break an Open Meeting requirement (e.g., want to add an item to agenda, trying to go into closed session for discussion).

Open Meetings

Have participants find the Open Meetings information in their SBDM Resource Booklet. Review through the chart. Remind participants of their roles in school council meetings. Have participants list any *ah-ha moments*.

Ask for volunteers for role-playing a special-called school council meeting concerning the proposed school dress code policy. Have observers make note of any violation of the Open Meetings statute. Allow the role-playing to run about 10 minutes. Then debrief out.

Teamwork

Read through the bullets for teamwork. Elaborate as needed. Have participants reflect on the teamwork of their own school council. Have each individual rate their school council on each of the guidelines and complete the reflection question. This activity, because of the sensitive nature of rating themselves and others, would not be appropriate to share out. Have the participants complete reflection.

School Council Budgets

Read through the first sentence. Elaborate as needed. Review the FAQs. Ask the participants if they have a budget policy or written procedures. Chart any ideas. Have the participants answer the reflection question.

Budget Responsibilities

Review the chart of budget responsibilities. Note the fact that even though the responsibilities are outlined separately, they do intertwine.

Review the main budget areas. Note that these allocations do vary year-to-year based on state funding and the budget from the General Assembly. Funding does not naturally increase each year nor is funding provided for each item each year (e.g., textbooks, Extended School Services).

Review the chart with other state and federal grants. Remind participants that they are not naturally granted any of these funds; that is a district decision. Also, these funds do vary year-to-year based on federal budgets and student populations (e.g., migrant, Title I, Part A).

Making Budget Decisions

Read through the paragraphs. Remind participants that they are responsible for budget decisions within the funds available and allocated to the school. Read the example. Chart out questions that the school council might need to ask before it makes a decision. Have table/groups complete the chart. Share and chart out ideas.

<u>Topic</u>	<u>Questions</u>
Example: The library media specialist would like to purchase a set of books that will appeal specifically to middle school boys. She is responding to teacher requests and school data that suggest the need for more reading materials targeted for male students. She needs \$1,200 for the books.	<ul style="list-style-type: none"> • Is this going to impact student achievement? • Is this going to help your council achieve your school GOALS? • Isn't the council required to talk to the librarian before deciding allocations anyway?
A teacher would like to purchase a classroom set of graphing calculators for Grade 6 students. Grade 7 and 8 teachers already have these. The calculators are needed to help prepare students for math testing in 6th and 7th grades. Math scores are an area for improvement in the school. The estimated expense for 31 calculators is \$4,000.	<ul style="list-style-type: none"> • Is this going to impact student achievement? • Is this going to help your council achieve your school GOALS? • Ask questions about textbook money. • Is this a school-wide issue or just a classroom issue? • Could the district purchase these as part of another source of money?
Enrollment is down for the school. The superintendent's office has said the school will have one less certified staff position for the coming year, so the council needs to cut one certified position.	<ul style="list-style-type: none"> • Is this going to impact student achievement? • Is this going to help your council achieve your school GOALS? • What are all the certified and classified positions we currently have? (It's important to have exact information before starting discussions.) • What are our weak areas in student performance?
The data analysis shows the arts and humanities scores are not improving. The teachers in that area say a new teacher is needed to meet to address this need.	<ul style="list-style-type: none"> • Is this going to impact student achievement? • Is this going to help your council achieve your school GOALS? • Would an additional teacher result in increased student achievement? • Are there other ways to address the situation? What's the best use of our resources? • Would professional development be a better option to look into? • What textbooks/materials were purchased in the last adoption cycle for A & H, and how are

<u>Topic</u>	<u>Questions</u>
	they being used in the school? By whom?
The school technology coordinator/STLP coach wants to hire a group of students to help install new computers and software in computer labs and classroom workstations over the summer.	<ul style="list-style-type: none"> • Is this going to impact student achievement? • Is this going to help your council achieve your school GOALS? • Is this something the council should even be discussing? Shouldn't the principal have a pool of money for making things happen that need to happen?
The school has a waiver to use in-school ESS, but the counselor has requested an additional amount to pay for math tutors for struggling students.	<ul style="list-style-type: none"> • Is this going to impact student achievement? • Is this going to help your council achieve your school GOALS? • What else is already being done for struggling math students? • How will the council know the math tutors are improving student achievement? • Have students been asked what would help them be more successful? • What does the CSIP say about the ESS program?
The principal has brought a request for a new copy machine, as the current copy machine in the teacher's lounge is no longer working and the maintenance contract has expired. A new machine a maintenance contract will cost \$10,000 this year to start out, and then \$2,000 each year to maintain.	<ul style="list-style-type: none"> • Is this going to impact student achievement? • Is this going to help your council achieve your school GOALS? • What percent of the council's instructional budget is spent on the copy machine? • Where are other possible fund sources to help fund this request? • If you have a Title I schoolwide program, you can take some of the costs from that budget to help with the new copy machine.
Teachers have come to the council through the budget committee to ask that the council increase the allocation for paper from last year to this year. Last year's allocation was \$6,000. Teachers are running out of paper by April.	<ul style="list-style-type: none"> • Is this going to impact student achievement? • Is this going to help your council achieve your school GOALS? • What percent of the council's instructional budget is spent on paper now? What would the increase require? • Did the budget committee bring a 'per teacher' cost to the council? Do some teachers use more than others? • Can we pool paper in March after testing to see if we have enough to last out the year?

Requesting Section 7 Funds

Ask participants if they have ever heard of Section 7 funds. Read through the paragraphs. Elaborate if needed. Have participants answer the reflection question.

Review the appendices, elaborating as needed. Thank them for their participation and their service to school councils. Provide them with your contact information if they have further questions. Ensure that all participants complete their evaluations and give each an EILA certificate.